

Inspection of Sunbeams Atherton

Manor House, 23 Bolton Old Road, Atherton, MANCHESTER M46 9DF

Inspection date: 26 April 2022

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

On arrival, children are enthusiastically welcomed into this safe, very well-maintained nursery. Familiar staff individually greet children in the reception area before escorting them to their room. Children's personal development and their emotional well-being is at the heart of staff practice throughout the nursery. Children are happy and enjoy their time here. They thrive on the positive relationships that they quickly develop with key members of staff. Babies benefit from affectionate and consistent relationships. Established sleep-time routines and the caring presence of well-known staff help children under two years to drift gently off to sleep.

Children demonstrate a strong sense of belonging and excitedly explore the activities on offer. They make meaningful choices about where they want to play. For example, they move safely and confidently between the busy, vibrant 'messy room' and the quieter more-relaxing playroom throughout the day. Children are well supported by staff as they become curious, confident learners who are keen to try new things. Children's enthusiasm to investigate and find out more is routinely triggered by exceptionally well-presented activities. Children of all ages enjoy sensory play in abundance. Toddlers beam in delight, eager to investigate the 'magical tea party' that staff have created among brightly coloured, squishy crystals. Overall, children enjoy a rich, well-sequenced curriculum that helps them to develop the skills and attitudes they will need to be successful in their learning.

What does the early years setting do well and what does it need to do better?

- Staff have high aspirations for all children. They provide the support and encouragement children need to help ensure every child gets a good start in their education. When needed, staff work with other professionals to implement strategies for children with special educational needs and/or disabilities.
- Staff are mindful of the impact that the COVID-19 pandemic has had on the development of children's speech. In the main, staff model language very well and children's communication and language skill are given a high priority throughout the setting. However, on occasion, not all staff give enough consideration to children's current capabilities, particularly in the toddler room. This means that some children are, at times, overwhelmed by complex sentences and the large number of words staff introduce to them. Staff do not always focus enough on the repetition of key words in order to help young children commit new words to memory to further extend their vocabulary.
- Pre-school staff excitedly introduce new activities. This infectious enthusiasm means that children cannot wait to investigate the contents of the large tray. Skilled staff effectively use well-timed questions to extend children's learning. For example, children become absorbed as they start to think and consider

which is the quickest way to defrost the ice cubes so they can explore what has been frozen inside.

- Children are becoming increasingly independent. Routine experiences are well used to provide meaningful learning. Children persevere to solve simple problems as they play and complete routine tasks. For example, when helping to set the table, it appears there are not enough plates despite a child correctly counting the number needed. The child takes time to think. She confirms that there are the right number of plates, but it looks like one is missing because it is not in the right place.
- Children are learning about the importance of a healthy lifestyle and how this helps to promote their good health and well-being. They have daily opportunities to be physically active outdoors. However, opportunities for older, more-adventurous children to develop new physical skills are limited. Children enjoy a wide range of freshly prepared, healthy meals and snacks. The 'take home bear' is used to help raise children's awareness of their oral health and the importance of brushing their teeth.
- Partnerships with parents are very strong. Parents comment very positively on the care and quality of education that their children receive. They feel extremely well informed about their child's time and talk enthusiastically about the online system, which they say provides them with a real insight into their child's time at the nursery.
- During the COVID-19 pandemic, the manager, supported by the senior leadership team, provided a high level of support for staff working directly with the children. Their ethos of 'happy staff, happy children' has helped to maintain staff morale during this difficult time. Overall, professional development is good. Staff discuss training needs at regular supervision sessions and regularly access online training.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the possible indicators of abuse. They have completed relevant training and fully understand the importance of their role and responsibility regarding child protection. Staff respond immediately to help protect children from further harm if they have any concerns about a child's welfare. Information is prominently displayed, which provides all staff with immediate access to relevant contact details for their local safeguarding partners. Staff routinely implement effective risk assessments to help ensure that children can move and play safely. Clear explanations help to raise children's awareness of risk and develop their understanding of how to keep themselves and others safe while they play.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend the programme of professional development to help ensure that all staff consistently deliver a high-quality educational programme for language and communication
- strengthen the educational programme for physical development to provide greater challenge and increased opportunities to develop overall body strength, balance, coordination and agility.

Setting details

| | |
|--|---|
| Unique reference number | EY456178 |
| Local authority | Wigan |
| Inspection number | 10230752 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 75 |
| Number of children on roll | 85 |
| Name of registered person | Sunbeams Atherton Ltd |
| Registered person unique reference number | RP532159 |
| Telephone number | 01942 875 191 |
| Date of previous inspection | 2 July 2019 |

Information about this early years setting

Sunbeams Atherton registered in 2013. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education being provided. She assessed the impact that activities had on children's learning. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- The nursery manager and the inspector completed two joint observations of adult-led learning activities. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- A large number of parents spoke to the inspector during the inspection. The inspector took account of their views.
- The manager, staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.
- The inspector held a meeting with the nursery manager and members of the senior leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022